

# The Classical Outlook

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## AN EXPERIMENT IN THIRD-YEAR LATIN

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IT IS a proved fact that only a small percentage of our students study Latin for more than two years in high school. It is also an admitted fact that a still smaller group continues the study of Latin after graduation. Because of this condition, teachers have long felt the urgent need of enlarging and enriching the Latin course in high school, particularly in the third year, so that students might have the opportunity of reading and enjoying some of the choice writings of famous authors which otherwise would probably be unknown to them.

Because of this general feeling, about a year ago several Latin teachers in Los Angeles were asked to form a committee for the purpose of examining new publications and of making recommendations for the adoption of a new textbook for third-year Latin in the Los Angeles city schools. Having examined various new books that contained abundant material, these teachers felt that no one textbook contained all the types of writing for which they were searching. Therefore they suggested that a new adoption be postponed for the present, or at least until they could find more of the desired material within the covers of one book. However, they indicated their desire to try, in the meantime, a plan that had been used experimentally for several semesters at George Washington High School.

This plan, which might be called "A Survey of Latin Literature," had its inception in 1935, when the advanced students of Latin at George Washington High School made a rather elaborate booklet in order to celebrate the Bimillennium of the birth of Horace. In addition to reading about Horace, they translated some of the most famous passages from his writings. They were so pleased to learn about some Latin writer in addition to the traditional Caesar, Cicero, Vergil, and Ovid that they expressed a desire to study other authors.

We did little that year; but the next year our experiment began to take shape. It was planned at the suggestion of the students themselves, who wanted to obtain a chronological view of Latin literature. They desired to learn the names



Engraving by L. Rossini, 1829

### ROME FROM THE TIBER, IN ANTIQUITY

of the most outstanding writers and their contributions. They suggested that they read in the original or hear by means of reports some of the best works written by those authors.

During that first year the students made their own notebooks; these contained items or facts about the various periods of Latin literature, the names of the most outstanding writers, and their contributions to world literature. Characteristic passages were selected for translation. Following classes voted to improve or alter the material. And so for several years the experiment has grown, until today we feel that we have a fairly well-organized survey that may supplement any course in third-year Latin.

At the beginning of the first semester of the third year, mention is made of the Indo-European family of languages, and Latin is discussed as a member of that family. Then the approach is made to Latin literature, and to the different periods into which it is usually divided. A very brief study is made of the preclassical period, with emphasis on the political and literary characteristics of the time. Facts are noted concerning the Laws of the Twelve Tables, and a few selections are given for rapid translation. A passage in Latin is also read dealing with the famous oration of Appius Claudius Caecus against Pyrrhus.

After two or three days, the archaic period is briefly outlined. First of all we study our old friend Marcus Cato, whom we have already met during the previous semester. We review selections read before, and translate some new passages from Cato. Mention is made of the contributions of Andronicus, Terence, Plautus, and Lucilius. No drama is read at this time; it is reserved for the second semester. Our desire now is to bring the student in his thinking as quickly as possible up to the time of Cicero, and to conform to the existing prescribed course of study.

Therefore by the third or fourth week we are ready to study the Ciceronian period, and particularly Cicero. Caesar is barely mentioned at this time, because of earlier treatment; but we do compare him later with other writers of history. Salust is studied for his references to the Catilinarian conspiracy, which make a fine background for the work on Cicero's orations. The remaining seventeen weeks of the first semester are spent in reading Cicero's orations, letters, and essays.

More of the survey work is done in the second semester. Inasmuch as new students have now joined the class, a very brief review is given of the preclassical, archaic, and Ciceronian periods of literature. Also, we translate rapidly Dr. W. A. Edwards' *Ex Mari*, and have reports

on Roman drama. Cicero's works are discussed, and some of his famous passages are translated. The work of Lucretius is reviewed, and a comparison is made between the philosophy of the Epicureans and that of the Stoics. Catullus is introduced, and eight of his poems are selected for translation; others are read in English.

The Augustan age follows, with emphasis on the political background. A few passages from Livy are read. Vergil's works and his influence are noted, and some of his most famous lines are translated. Then approximately four weeks are spent on the writings of Ovid, and two weeks on those of Horace.

The "Silver Age" is covered very briefly, with the exception of Pliny the Younger and Martial. There are reports on Petronius and Phaedrus; if a teacher or class is interested, some of Phaedrus' fables may be read in Latin. Then follow reports on Seneca, Pliny the Elder, Quintilian, Pliny the Younger, Tacitus, and Juvenal. The period is closed with the translation of a large number of the epigrams of Martial.

The "Age of Decline" is handled largely in reports. Special mention is made of Suetonius and his biographies of Julius Caesar and Augustus.

By this time the student is curious to know what was written after A. D. 180. Therefore we find it very profitable to spend a day or two on the interesting subject of later Latin literature. We learn about the changes that took place in the political life of the Empire; about the rise of Christianity and its influence on the types of literature; about the gradual development of mediaeval Latin.

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Finally we note the fine contributions of such men as Donatus and his work on Latin grammar; Jerome and his great gift of the Vulgate; Saint Augustine and his authoritative treatises on theology; Pope Gregory the Great; Petrarch and his tireless effort to bring to light the lost works of the ancient writers. Of especial interest is the passage revealing Petrarch's great admiration for Cicero, and his attempts to have copies made of his works. Erasmus is also mentioned, as are other authors in Italy and elsewhere who used Latin as a medium of communication.

At the end of the semester we try to have the student get a complete view of the entire field of Latin literature, first by reviewing rapidly the different periods, with the most outstanding writers; second, by grouping the important writers according to the various types of writing—e. g., history, drama, lyric, epic, satire, etc.; third, by comparing the men in each field—e. g., Cicero and Pliny the Younger in the field of the literary epistle, or Caesar, Livy, and Tacitus in history; fourth, by striving to make the students realize how these famous writers of the past have exerted a wide influence on later authors—how, in fact, they have become the models from which the later men have worked; and fifth, by developing an appreciation of the richness of the past, so that we may now enjoy the fruits of the efforts made by these great literary men.

This is a brief outline of our plan. The experiment is now being tried in several schools in the city. The Curriculum Division of the Los Angeles School System has made mimeographed copies of this outline, together with Latin selections for translation. Class sets have been sent to various high schools which have third-year classes.

Our students seem to feel that the project has been worth while. They have obtained a systematic view of Latin literature, and they have learned to appreciate some of the charm and richness to be found in representative Latin writers. It is only a brief survey, it is true; but immediate results, at least, have shown that it has stimulated the interest of students, and, in many cases, it has filled them with a desire to continue the study of the classics after graduation.

### KRATES AND THE SERVANT PROBLEM

The ancient Greek is fond of depicting ideal states or the "good old days" of the Golden Age, in which there were no slaves. Such utopias presented him, however, with a servant problem which he did not always know how to handle. Modern Americans struggling with a similar problem might ponder over the solution proposed by Krates, a witty writer of the middle of the fifth century B.C., in his comedy *Theria*, or "The Beasts," a fragment of which is preserved to us by Athenaeus (vi, 267 E). An unknown character, whom we shall call A, has evidently been proposing some form of utopian social order. His foil, whom we shall call B, is questioning him about details. They speak as follows:

B.—Then nobody at all will own a slave man or slave woman, but, even if he be an old man, will serve himself?

A.—Oh, no; for I shall make all his tools able to walk.

B.—What advantage will that be?

A.—Why, everything in the house will come when anybody calls it. Like this: "Set yourself beside me, table. Hey, you! Hurry it up!" "Bread-trough, knead the dough!" "Ladle, pour!" "Where's my drinking cup?—Oh, go and wash yourself." "Come here, barleycake." "Cooking-pot, it's time to turn out the beets." "Get going, fish." "But I'm not done on top!" "Well, turn over and get some oil and salt on you."

B appears to grasp the idea at that point, and even makes a few suggestions on his own account—bath water that will turn itself off and on at a word from the master, and ointment, sponges, and slippers that will come on call. In imagination, at least, he and A would seem to outdo even the modern inventor!—L. B. L.



### OFFICERS OF THE AMERICAN CLASSICAL LEAGUE, 1946-47

Since the offices of the American Classical League will have to be moved during the current school year, and since it is customary for major officers to be chosen "geographically," to some extent, with reference to the location of the offices, the Council of the League voted at its last meeting to request the major officers to remain *pro tempore*, and, if necessary, to hold another election in the middle of the year.

Accordingly, the officers of the American Classical League are as follows:—President, B. L. Ullman, University of North Carolina; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, W. L. Carr, of Colby College, Waterville, Maine, and David M. Robinson, of Johns Hopkins University; Secretary-Treasurer, Clyde Pharr, Vanderbilt University; Director of League Service and Publications *pro tem.*, and Editor of THE CLASSICAL OUTLOOK, Lillian B. Lawler, Hunter College; Business Manager of THE CLASSICAL OUTLOOK, Konrad Gries, Queens College, Flushing, N. Y.; Elective Members of the Council, Walter R. Agard, of the University of Wisconsin, Kevin J. Guinagh, of Eastern Illinois State Teachers College, Donnis Martin, of Winthrop College, Rock Hill, S. C., Mars M. Westington, of Hanover College, Dorothy Park Latta, of the Lenox School, New York City, and George A. Land, of Newtonville, Mass.; Members of the Executive Committee, the President, the Secretary-Treasurer, and W. R. Agard of the University of Wisconsin, W. L. Carr of Colby College, Franklin B. Krauss of Pennsylvania State College,





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Letters  
From Our Readers

LATIN IN HAWAII

A correspondent from the Iolani School, Honolulu, Hawaii, writes:

"Our school was founded in 1862, and Latin has always been a popular subject; in fact, when interest in Latin decreased in the mainland schools, it remained constant and steady here. Last year our high school enrollment was some 425 students, of whom 103 were studying Latin. This year we are expanding our course to include Latin III. Our problem right now is what to do with all the Latin students. Of the incoming class, 106 chose Latin, while 17 chose Spanish. Our Latin II classes are almost doubled. Latin is and was an optional subject in our school. Our active Alumni Association has done much to lead timorous students to the paths of Caesar and Cicero. Among our illustrious alumni was Dr. Sun Yat Sen, founder of the Chinese Republic, who studied Latin here at Iolani.

"Our Latin standards are high, and our ratings on standard tests compare favorably with the best on the mainland. In addition, we have a vigorous Classical Club, boasting an active membership of some eighty students. We are members of the Junior Classical League; and our club, divided into five sections, carries out strong, active programs. We further maintain correspondence contacts with young Latin students all over the country. We look forward eagerly to each issue of THE CLASSICAL OUTLOOK.

"Perhaps our most outstanding feature is the fact that many of our students are of Oriental ancestry, and Latin should seemingly prove a definite language hazard for them. But this is not the case.

"The interest in Latin in the islands is tremendous. The University of Hawaii is adding a Classical Languages Department this fall."

A BURLESQUE MANUSCRIPT

Mr. Charles E. Bacon, of the firm of Allyn and Bacon, Boston, Mass., writes as follows:

"I was greatly interested in 'Herodotus' Detective Story,' by Gail Allen Burnett, on pages 37 and 38 of your last year's CLASSICAL OUTLOOK.

"In the old days, when the Germans were at the top of the heap in the classics, my father once brought home a burlesque manuscript depicting this very story in figures which were a humorous imitation of those that we find in the tombs of Thebes.

"The affair had a large format, about the size of THE CLASSICAL OUTLOOK. The pictures were on faded imitation

and Henry C. Montgomery of Miami University, Oxford, Ohio; Members of the Finance Committee, the President, the Secretary-Treasurer, and Edna White, of Dickinson High School, Jersey City, N. J.; Members of the Council *ex officio*, the Editor and Business Manager of THE CLASSICAL OUTLOOK, M. Julia Bentley, of Cincinnati, Ohio, and Helen Dean, of Lewis and Clark High School, Spokane, Wash. In addition, there are fifteen other members of the League Council, elected by various classical organizations as their representatives. The names of these representatives will be furnished upon request by the secretaries of the associations.

AMERICAN CLASSICAL  
LEAGUE CITATIONS

Each year the Council of the American Classical League awards citations for "meritorious and distinguished service in behalf of the humanities in American life," and specifically of the classics. The 1946 awards were given to the following distinguished persons: Bernard Baruch, the "adviser of presidents," who in his published works has consistently upheld the value of the classics in American education; Harry Emerson Fosdick, outstanding clergyman and lecturer, who recently issued a strong statement in behalf of the classics; Lowell Thomas, radio commentator, who has repeatedly championed the cause of Latin and Greek; and Tom Wallace, editor of the *Louisville Times*, whose vigorous articles in favor of the classics have long been a feature of his newspaper.

Among other winners of the citations have been Gertrude Atherton, Goodwin B. Beach, Virginia C. Gildersleeve, H. J. Haskell, John Kieran, Walter Lippmann, Roscoe Pound, Dorothy Thompson, and the late Wendell Willkie.

—L. B. L.

NEW CLASSICAL  
SCHOLARSHIPS

The University of Cincinnati has announced that, through the generosity of an anonymous donor, twenty-four \$100 classical scholarships will be available annually for freshmen and sophomores, beginning in September, 1947. Cincinnati public high-school graduates with a minimum average of 80 per cent and four years of Latin will compete for the scholarships. Winners must take a course in Latin or Greek in their freshman year, and a course in ancient history, classical civilization, or archaeology in their sophomore year. "The purpose of the scholarships," says Dr. R. D. Walters, President of the University, "is frankly and proudly to encourage humanistic studies based on the ancient classics, and to create in the Cincinnati urban community a growing nucleus of appreciation for such studies."

TO ROMAN VERGIL

By CHARLOTTE YOUNG  
Charlotte, N. C.

When I have seen young chimney swifts  
lie dead

Upon a hearth beside their broken nest,  
And love with heartache for a daily guest,  
Gold lying idle, workers wanting bread,  
The good Aeneas driven, buffeted,  
Battling on angry ocean's foaming crest:  
This twirling planet seems a senseless  
jest

Indifferent to the living and the dead.  
Tell me, O Muse, the reason. What intent,

What fierce resentment stirs divinities?  
Unanswered, Vergil, while millennia flow  
Bearing bereaved Andromache's lament . . .

My tears I find in *rerum lacrimis*,  
And in *mortalibus* I lose my woe.

papyrus and the whole manuscript was bound in a very rough cloth like burlap, adorned with an immense seal. I believe there were no words and that the entire story was told by pictures.

"I recently made a search for this document, but I am afraid it has been destroyed.

"It is good to have attention called once more to this interesting story of Herodotus. He has many of them. The best of all, I think, is the one of the two Lacedaemonians who went to King Xerxes to offer themselves up in recompense for the Persian heralds who had been killed by the Spartans."

#### MORE TRICK INSCRIPTIONS

A modest teacher from Illinois, who prefers to remain anonymous, writes:

"I was much amused by the article, 'Some Latin Inscriptions Not in *CIL*,' by Henry C. Montgomery, on pages 68 and 69 of the last volume of *THE CLASSICAL OUTLOOK*. Here are two more inscriptions of the same sort. Unfortunately I cannot tell you on what stone they were found!"

The inscriptions are:

AMANS . TAM . ERAT . HI .  
DESINT . HERO . AD . DIGITO .  
VT . MANDO (A man's tame rat hides in the road. Dig it out, man, do!)

OSTENDERES . ERGO . OLA-  
PETER (This is Norwegian: Ostenderes er go(d), Ole Peter—"Your cheese is good, Ole Peter.")

#### LATIN IS PRACTICAL!

Mr. Goodwin B. Beach, of Hartford, Connecticut, writes:

"Ut fortasse scis, ex filiabus cum furcent per orbem terrarum Germani in Francogallia commorabantur tres. Ad tertiam latine scribebam, ad ceteras vel anglice vel francogallice. Hae usque mirabantur cur epistolae latine scriptae semper longe an e anglice vel francogallice scriptas afferrentur. Cum de re cognovissent, palam factum est sacerdotes litteras recensuisse qui latine scriptas simul atque animadverterant probaverant. Quare sermonis latini perita sorores ridebat."

#### LATIN AS AN INTERNATIONAL LANGUAGE

Rev. Casimir F. Kuszynski, of the Quigley Preparatory Seminary, Chicago, Illinois, writes:

"In submitting this, my final comment on the Interlingua as advocated (these days) by Professor Graves Haydon Thompson, I feel it necessary to review briefly the battleground covered thus far, so that I may not stray from my original objective.

"In his first article, that of January, 1945, Professor Thompson maintained that the Interlingua 'affords all the advantages of Latin for international communication and avoids its difficulties . . . it is free from idioms.'

"To this I replied in April of the same year that 'this very reason (freedom from idioms) seems to make Interlingua an impossible medium of communication between different peoples.' The illustration used was the difference in an ordinary salutation, 'How are you?' which would be translated in different ways by the American, Pole, Frenchman, and German.

"The same year, in the November issue of *THE CLASSICAL OUTLOOK*, Professor Thompson objected to the necessity of using so many different translations

### A CHUM'S LAMENT FOR PERCIVAL

(With apologies to Horace, Carm. i, 8)

By EDWARD SINCLAIR THOMAS  
Columbus, Ohio

In heaven's name, Miss Lydia, please tell, I beg of you,

Why by your wiles you're ruining our love-lorn Percy true.

On baseball field he gloried once in sweat and dust and tan,

But now he has become, they say, an awful ladies' man.

Why is it with the fellows he no longer loves to ride,

Nor jerks the bit in polo-game his stubborn horse astride?

The Newport beach no longer sees his scanty bathing suit,

And when he's mentioned at the gym, they merely laugh and hoot.

Of late he doesn't show his limbs from football black and blue,

When once he was a football star—held Big Ten records, too.

A sissy lady-chaser it seems he's grown to be—

Reminds me of Achilles, son of Thetis of the sea:

Achilles, he wore dresses for fear of Trojan hurts,

And Percy's dropped athletics for a bloomin' bunch of skirts!

and maintained that 'Ut es tuo sanitate?' would be understood by everyone. In December I contended that this translation was based on the English idiom, and therefore I still insisted that 'it is quite impossible to have any language free of idioms.'

"In January of this year Professor Thompson made a few remarks upon which I would like to make a final comment.

"It was never my 'contention that 'Ut es tuo sanitate' would never, never do as an international salutation.' I merely mentioned that at such a salutation 'the Pole would look up in wonderment' (*THE CLASSICAL OUTLOOK* for December, 1945). I could never make so general a statement as that imputed to me, for I am in

no position to speak for those languages of which I have no knowledge.

"But I did thoroughly enjoy the bit of humor contained in Professor Thompson's parenthesis: 'I suppose it is unreasonable that people of different nationalities should be interested in one another's health.' Our unending and unsatisfactory peace conferences seem to prove the Professor's statement, as do also the stories coming from occupied countries; but to go into these points would be meandering.

"However, I was much surprised at Professor Thompson's claim that freedom from idiom was a 'relatively small matter.' To me it seems to be the heart of the language, so important in fact that I am sure that an American priest could hardly communicate in Latin with a priest in Serbia or Siberia unless both men put their own idioms into a common Latin, or at least ecclesiastical, idiom. Besides, I certainly do maintain that even Latin or any other language would be an impossible international language unless the idiom were well understood.

"Indeed, I should be delighted 'to see Latin come into general use as an international language,' but I feel that I would be even more surprised than would Professor Thompson if it did.

"Hence, I come to two conclusions: First, I still maintain that 'it is quite impossible to have a language free from idioms,' because even the Interlingua which was supposed to be free from idioms now finds itself possessed with at least the 'Italianate idiom.' Secondly, relying on Professor Thompson's knowledge of the Italian language, I am ready to concede that the Interlingua would surely be an excellent medium of communication between those who could use the English and the Italian idiom; but that still doesn't make Interlingua a medium of international communication. For I am sure that the Russians would not like being left out in the cold, if their idiom differs greatly."

#### A DEBATE

Sister Emily Joseph, C. S. J., of the College of Saint Rose, Albany, N. Y., writes:

"You may be interested to know that our Latin Club is preparing for a debate on the question: 'Resolved, that Latin should be adopted as a world language.' Several articles published in *THE CLASSICAL OUTLOOK* are being used to advantage."

#### THE INTERNATIONAL NOTE

Dr. Mary E. McKinney, of Albion College, Albion, Michigan, writes:

"Special guests of honor at our Roman banquet last spring were a bishop from South America, and a local minister and his wife, the latter a native of the Argentine. Both clergymen are ardent ad-

vocates of the classics, and both spoke, enthusiastically recommending these subjects to all students. The banquet ended on a happy note with toasts in Greek, Latin, Spanish, and English."

#### DERIVATIVE PICTURES

Miss Marguerite Pohle, of the Bosse High School, Evansville, Indiana, sends in samples of the "derivative pictures" made by her students. To illustrate the etymology of *ancestor*, "one who goes before," a student had made a cartoon showing a bearded old man running in front of a toddling infant. To illustrate the etymology of *gland*, a student had drawn a picture of a gland and one of an acorn (*glans*), side by side.

#### PROJECTS

Mr. Edward Coyle, of the Stuyvesant High School, New York City, writes:

"Making a Roman breastplate out of a tin can probably has some value. Making an English sentence out of Caesar's Latin is also not without its value."



### I AM BUILDING A CATHEDRAL—

By JOHN N. HRITZU

College of Saint Teresa, Winona, Minnesota

I RECALL a story that I heard several years ago—a story with a valuable moral. It seems that an excavation project was in full progress. Men were busy performing various tasks. A passerby chanced upon a group of men who were engaged in the digging of a series of ditches. He approached one of the men, and inquired, "May I ask you what you are doing?" "I am just digging a ditch," came the uninspired reply from an equally uninspired worker whose voice and face revealed no trace of enthusiasm or interest. The worker, however, summoned up enough energy to deliver a diatribe against the evils of hard labor. "I have to work eight hours every day at this kind of labor, and that just about breaks my back. My legs ache each night when I get home, and the palms of my hands have become calloused with blisters. This work of mine is nothing but downright drudgery, day in and day out. I am getting nowhere with my troubles, and I see no possible chance of improvement in my condition, or advancement in my position. I was born under an unlucky star, and it seems that I have been doomed for life to nothing but drudgery." This worker had become his own worst enemy. He had not been taught to see the ultimate goal of his struggles. He viewed effort and labor as an end in itself, as something to be dreaded. He was merely handling the tools of digging, and doing nothing more than that.

The passerby walked on a short distance, until he came to a second worker.

He asked him the same question: "May I ask you what you are doing?" "I am working for six dollars a day," came the reply from the workman, the expression on whose pleasant face revealed the effects of the satisfaction of some goal set up and some goal to be realized. "I need that amount of money every day to meet my daily obligations. The work is a bit heavy, but the recompense for my labors is fair enough. I am at least getting some good experience here which will some day stand me in good stead. It is worth struggling here in the hope of future advancement." This worker had at least caught up in some measure with the true spirit of the ideal of a goal, even though that ideal was of a practical, materialistic nature. He had been inspired with an incentive that was responsible for great achievements. But these achievements, though noteworthy, must of necessity remain, like the goal and the ideal themselves, on the lower level of the ephemeral and the mundane. They lacked that final touch of the divine, the divine spark, which transforms the ideal and the achievements into the eternal and the sublime.

The passerby went on to a third workman. "May I ask you what you are doing?" he inquired. "I," replied the worker without hesitation, and with an expression of almost joyous exaltation, "I am building a cathedral. When this cathedral is finished, it will be the most beautiful edifice of its kind in this state. It will require time and labor to realize this ambition, but the results achieved will be more than commensurate with the energy expended. Great results were never realized without great labor. Nothing can be considered difficult in the erection of such a wonderful cathedral, an edifice which will stand as an eternal monument to beauty and heroic exertion." This was the real man of vision, the real idealist among workers. Amidst his labors and difficulties, he was able to appreciate and visualize the ultimate goal and aim of his labors in their true perspective. He was able to recognize in every individual activity the ideal part of an ideal whole.

The students in our classical courses, like the workers in the story, can be grouped very conveniently into the three classes of the purely prosaic and spiritless, the purely practical, and the real idealists. Many of the classical students, if they were asked what they were doing in the Latin or Greek class, would give this prosaic and uninspired answer: "I am struggling with the conjugation of verbs and the declension of nouns. I am trying to learn to distinguish the ablative from the dative, the singular from the plural, the indicative from the subjunctive, the active from the passive. I have

to spend too much time and too much work in trying to learn these features of a dead language. I do not see any purpose at all in this daily drudgery. Why should gender and declension and conjugation make so much difference after all? If I were the head of a school, my first official act would be to recommend the dropping of these dead languages from the curriculum. I would organize active opposition to the languages on the platform of unilingualism." Such a student cannot see beyond the purely literal and mechanical operations of the classics, just as the first digger in the story could not see beyond the purely mechanical operations of the actual excavation of dirt. Such a student either has not the ability and mentality for higher cultural training, or else he has been the victim of uninspired educational guidance and direction. He has not been taught an appreciation of the higher ideals, of man's capacities and faculties. Amid the mad rush for the attainment of material advancement and the inculcation of a *carpe diem* philosophy, he has become saturated with the spirit of purely sensational ideals, to the utter disregard of the intellectual, and the pursuit of the philosophy of the useful and the immediately practical has left him with a warped mentality. The recipient of such a training may become a good professional addition to society; but what society urgently needs is not a good professional man, but a better one, one imbued with the spirit of the ideal and the noble. Noble thoughts beget noble men.

There is a second group of students—those who have become convinced of the value of the classics and who have come to appreciate the actual cultural and intellectual benefits of the study of the classics; but in the rush of everyday practicality, they never really rise above the practical. Like the digger who saw only the six dollars a day recompense for his digging, these students see only the actual practical value of the credit hours that they may realize from attendance in classical courses. "What are you doing?" "I am working for three hours of credit in Latin and Greek. I need these credits for graduation. I doubt very much whether I would be taking this course if I did not need the credit. The work is really difficult. The amount of time and labor that I put into this course is not at all commensurate with the amount of benefit and enjoyment that I derive from the course. But, after all, Latin and Greek may be of some use to me after graduation, either in teaching or in some other profession." Many students of this second type have, unfortunately, unused talent and ability for the true appreciation of the nobility and thought and expression of the classical languages and



classical literatures. It is to be regretted that careless direction has not guided these qualities into their proper channels. We need students of ability who can appreciate the immense cultural value of the classics and who can reveal to the world this storehouse of immeasurable intellectual wealth.

Fortunately, we have in the classical courses a third group, a handful of students who are either the proud possessors of the gift of appreciation of the ideality of intellectual endeavors, or who have been trained to appreciate the ideal. They can see more than the immediate end or the practical and prosaic purpose of their intellectual activities. They belong to the class of the idealists who can see beyond the here and the now, and who can appreciate the ideal, though remote, goal of their labors. They realize that there is more in the classical courses than mere grammatical excavations and credit accumulation. They recognize in the study of the classics the construction and erection of a noble cultural edifice. "What are you doing?" "I am building a cathedral of nobility and ideality of thought. Beauty and nobility of thought are after all the most worth-while of aspirations of the human heart and soul. They are memorials to the most ideal of human cravings. The erection of this cathedral of thought will require much labor and much concentration of energy. But what is any amount of labor in comparison with the final enjoyment in the construction of this beautiful cathedral of thought? It is as worth-while as life itself; for it is life itself." Such a student, like the third laborer, is the real idealist; for he has learned to appreciate the ultimate goal of his labors in its true perspective.

It is a strange phenomenon that in the attainment of the ideal there are always some practical benefits accruing. The digger who had visualized in his labors the construction of a cathedral was also getting, like the practical worker, his material reward in pay for his labors. The student who sees in his strivings the construction of a cathedral of thought is, like the practical-minded student, earning his credit hours, and is achieving in addition a wonderful, practical background in practical grammar. "I am building a cathedral." Sometimes it is just as difficult to convince the student of the real value and philosophical content of classical literature as it is to convince the digger of the future value of his immediate struggling and toiling. The purpose of a lasting education cannot be the immediate transformation of an unrefined bit of humanity into a refined, cultural segment of eternal beauty and ideality. Education is a slow and steady and difficult process. Sometimes its goal is not clearly visible. Sometimes it is difficult

to realize that the present drudgery of fundamental labors can possibly be a necessary step in the construction of a beautiful edifice of thought. The understanding of classical literature is at times difficult and a drudgery. We should train students to distinguish the end from the means, and to see life steady and see it



### "TREATS OR TRICKS"

By PAUL G. MOORHEAD  
Louisiana State University

Children's insistent shouts of "Treats or tricks!" at this doorbell-ringing, Halloween season recall an ancient parallel which took place at about the same season of the year.

Athenaeus (viii, 360) quotes the *Chelidonisma*, or "Song of the Swallow" from Theognis' second book of the *Rhodian Festivals*, which children, carrying a wooden swallow, chanted in the month of Boëdromion (late September-early October) as they went from house to house in Rhodes demanding gifts:

"The swallow has come, she has, bringing fine weather and good seasons. White is her belly and black is her back. Roll out a fruit-cake from your wealthy home, a cup of wine and a dish of cheese—the swallow doesn't decline bread of wheat or pulse. Shall we depart (with gifts), or shall we take something? If you give us something, (we'll go); if you don't, we won't let you alone. We'll carry off your whole door or the lintel or the lady (a statuette) sitting within. She's little and we'll easily carry her. So if you're giving something, then make it big. Open, we say, open the door to the swallow, for we are not old men, but little children."



whole. Students should be taught to regard every effort that they exert in the reading and understanding of the classics as a step nearer to the final realization of a better and a more beautiful philosophy of life. In every effort, be it little or great, easy or difficult, the student should be able to see the image of the noble cathedral of thought which he hopes some day to see completed in its majestic splendor. "What am I doing? I am building a cathedral."

Twenty-nine years ago there appeared from the Princeton University Press a book entitled *The Value of the Classics*, which contained a record of addresses delivered at the Conference on Classical Studies held at Princeton University June 2, 1917. At this conference, life itself, the greatest of all architects, was allowed to raise her voice and reveal and explain once again the blueprints for the build-

ing of the cathedral of life. Men from practically all walks of life and from all professions, practical and intellectual, and with practical experience in leadership, were given the privilege and opportunity to speak their minds openly about the value of the classics in the construction of the cathedral of life. The testimonies of these men, representing the whole breadth and depth of intellectual and professional life, must have some weight of persuasion, for their testimonies are the testimonies of the most convincing of all witnesses, life itself. Similar expressions of opinion from persons of distinction have been published from time to time since that date, by the American Classical League.

"What are you doing?" The student of the classics has completely missed the purpose and value of his classical courses if he cannot answer promptly, with ecstatic enthusiasm, "I am building a cathedral—a cathedral of life—a cathedral of noble and ideal thought."



### VERGIL IN OPERA

By CHARLES POORE  
Music and Drama Critic  
Mexico, D. F.

During the course of lectures which I have been giving recently in Mexico City on the history of English music, I have found it necessary to review my *Aeneid* in order to discuss intelligently with my auditors the little known (but nevertheless beautiful) opera, *Dido and Aeneas*, written by the seventeenth-century English composer, Henry Purcell, while he was organist at Westminster Abbey. The poet laureate, Nahum Tate, wrote the libretto; and while Tate was not too familiar with stage technique, Purcell certainly was. The result is a series of situations in an ever-ascending scale of dramatic intensity, culminating in the tragic death of Queen Dido.

The Purcell-Tate work discloses, in Scene I, Dido's palace, with Dido and her sister, Belinda, in the foreground. Then enters Aeneas, to recount dramatically the eventful journey which he undertook in his flight from burning Troy. At the same time, struck with the heavenly beauty of Dido, he starts on that romantic love episode, quite outside his appointed destiny, that leads to such fatal consequences. But for the moment all is feverish activity in the palace; this gives Purcell opportunity to write a stunning "Triumphal Chorus."

A witch's cave forms the stage set for Scene II. There ensue the witch-songs, for which we would expect Purcell to write appropriately weird music; but that was beyond even the genius of Purcell. Music had not yet learned the trick of characterization; that was to come later.

But there need not have been any witches—this was only a concession to public taste.

Act II is played in a grove, with sister Belinda and a second woman holding the stage. All the principal personages of the play unite here. The huntsmen enter, in their bright sports clothes, singing a hunting song. Then comes Dido in royal purple, accompanied by Aeneas. All is gaiety and festivity. Into this happy scene comes the foreboding spirit of Mercury (a kind of *deus ex machina* to delight the audience), to remind Aeneas of his high destiny and the necessity to set out that very night. This act ends with a final chorus.

It is scenes of such violent contrast that reveal Purcell as a master of theater technique. And we must always bear in mind that the English playwrights of two hundred and fifty years ago were just as clever as we are in stagecraft—and with good reason, for they had for years enjoyed the Shakespearean tradition; and some of England's best architects were glad to devote their talents to the designing of stage sets. Inigo Jones, the famous architect, designed a seascape for Ben Jonson's *Masque of Blackness* that would rival anything we could do today. Desiring to create the illusion of rolling billows with white caps, Jones constructed a series of three big cylinders, to revolve; covering these with strips of alternate black and blue cloth, with patches of white, he secured the illusion of billows at night, with an occasional white-cap. So, as we see, English theater men were clever at creating scenic effects, even before Purcell's time.

The third act takes us to the waterfront, where we see the feverish activity of the sailors making preparations for departure. There are sailors' songs and dances, and even the witches reappear to dance with the tars. At the close the Queen, Dido, inconsolable, gives voice to a lament in an aria the poignancy and profound pathos of which have placed it among the masterpieces of song literature. It is of incomparable beauty.

The work is prefaced by an instrumental overture so much in the style of Bach as to tempt us to linger to make a comparison of Bach and Purcell, and to show that while Bach is reckoned the world's greatest musician, he learned much from Purcell—so much as to give his style the feeling of Purcell.

The musical illustrations for my lecture on this opera were furnished by recordings; for the Purcell work has been recorded complete, under the sponsorship of the Purcell Society in England, and the records are available.

It was my thought, in writing so at length about Purcell's *Dido and Aeneas*, that, as it was originally written for and

produced at an English girls' school, it still would be appropriate material for Latin clubs in American schools. It has infinitely more art value than many of the works usually presented, I believe; and it should not be beyond the abilities of the students. It would be especially appropriate for junior colleges with established departments of music which might cooperate with the Latin department.

### VERGIL'S BIRTHDAY

Vergil was born October 15, 70 B.C. Why not celebrate his birthday, in Latin class or club? For material see page 11.

## AMERICAN CLASSICAL LEAGUE

### REPORTS OF OFFICERS

#### REPORT OF THE PRESIDENT

There has been no comprehensive report on enrollment in high-school Latin since 1934. Various reports indicate that the enrollment is increasing. In 1942-43 there were more pupils studying Latin in the state of Missouri than those studying Spanish, French, and German combined. While this is scarcely true of the country as a whole, it is almost certain that Latin is still the leading high-school language, as it was in 1934.

In the colleges the great influx of veterans has brought an increase in the number of students in the Latin and Greek classes. There is a general feeling that more language teaching is needed. A preliminary report of a committee of the Southern Association of Colleges and Secondary Schools contains this statement:

"It was the judgment of the Conference that study of foreign language will increase in schools and colleges in the next period in American education, that present standards of language requirement for the bachelor's degree should be maintained, and that the offerings in language in southern colleges and universities should be enlarged rather than diminished, with the study of the classical languages being especially encouraged."

It is hoped that in 1947 the American Classical League can return to its practice of holding general annual meetings in conjunction with the N.E.A., which expects to resume its open meetings at that time. In the last two years the League has had to content itself with joint local meetings in New York and Philadelphia. Perhaps a meeting farther west can be arranged for this autumn.

During the past year the League has prospered, thanks to the devotion of Miss

Lawler, Mrs. Beatty, and Mrs. Brown. Membership has increased. We are faced, however, with the need of finding a new home, as our contract with Vanderbilt University expires February 1, 1947. The coming years should see a large increase in the League's usefulness.

—B. L. ULLMAN, President

#### REPORT OF THE SECRETARY FOR THE YEAR

APRIL 21, 1945, TO MAY 1, 1946

#### Comparative Membership Table

	1946	1945
Annual .....	3461	3408
Life .....	61	125
Patrons .....	2	3
Supporting .....	25	34

Annual membership in the American Classical League shows a slight increase, while other classes of membership show a decline. The Junior Classical League, however, has added to its enrollment, and now has 10,305 members.

#### REPORT OF THE TREASURER FOR THE YEAR

APRIL 21, 1945, TO MAY 1, 1946

#### Current Funds

##### Receipts

Balance April 21, 1945.....	\$ 5,351.25
Membership Fees .....	3,288.40
Junior Classical League (net sales)* .....	1,897.10
Service Bureau Materials (net sales)* .....	5,838.54
Advertising .....	251.84
Emergency Fund .....	20.75
Total .....	\$16,647.88

##### Disbursements

Clerical Help .....	\$ 3,893.30
The Classical Outlook.....	2,231.86
Postage .....	1,041.78
Printing and Stationery.....	504.53
All Other Items.....	411.51
Balance May 1, 1946.....	5,324.90
	13,407.88
Investment account .....	740.00
Savings account .....	2,500.00

Total .....

Balance in Endowment Funds..\$ 2,960.00

\*Does not include overhead.

—CLYDE PHARR, Secretary-Treasurer

#### REPORT OF THE BUSINESS MANAGER

The major event of the past year was a change in printer: THE CLASSICAL OUTLOOK is now printed in Nashville, as is most of the material of the Service Bureau. The shift necessitated the purchase by the American Classical League of a number of plates from its former printer, and the shipment of all its material to Nashville. Despite the difficulties occasioned by the change, all scheduled issues of the OUTLOOK appeared, although there were some unavoidable delays. Also involved in the change were the 1946 and 1947 calendars; the latter is being completed by the Nashville firm.

I wish to thank Professor Lawler and

Mrs. Beatty for their patience and co-operation during my novitiate as Business Manager of the OUTLOOK, and Mr. Wendell A. Paddock of the New York firm of Paddock-Rowland and Frumkin and Miss Ruth O. Williams of the Williams Printing Company of Nashville for their assistance in making the transfer as smooth as it was.

—KONRAD GRIES, *Business Manager*  
REPORT OF THE EDITOR OF THE CLASSICAL  
OUTLOOK

In 1945-46 THE CLASSICAL OUTLOOK rounded out ten years of its existence, in all the storm and stress of a period of post-war readjustment. The October and November issues appeared of necessity in a type and format unpleasantly alien to that of all other issues. Also, in the midst of the publication year the editorial and business staff faced the harrowing and precarious task of changing printers and transferring equipment to a distant city. The change was negotiated prayerfully and successfully, and the volume was finished on time.

The tenth volume contained 84 pages, of which 5 were devoted to advertisements. There were 108 contributors, representing 28 states, and also the District of Columbia, Hawaii, Puerto Rico, Canada, and Mexico. Excellent manuscripts continue to come in in gratifying numbers, and are on hand in great abundance.

Several difficult situations which arose during this and previous years have at last moved the Council of the American Classical League to a decision to copy-right each issue of THE CLASSICAL OUTLOOK, beginning with the eleventh volume.

During the year the Editor welcomed the assistance of the new Business Manager, Mr. Konrad Gries, and the new printers, the Williams Company, of Nashville. As always, her debt to the Associate Editor, Professor W. L. Carr, of Colby College, and to Mrs. Beatty and Mrs. Brown, of the Nashville office, was beyond computation.

—LILLIAN B. LAWLER, *Editor*

## BOOK NOTES

Discovering Plato. By Alexander Koyre. New York: Columbia University Press, 1945. Pp. ix + 119. \$1.50.

This interpretative study of Plato was written in French and translated by Lenora Cohen Rosenfield for publication. Professor Irwin Edman, of Columbia University, wrote the highly laudatory Foreword. Approximately half of the book is concerned with the interpretation of three of the "philosophic dialogues": the *Meno*, the *Protagoras*, and

the *Theaetetus*. The second half deals with Plato's "political dialogues," especially the *Republic*, with emphasis on the sub-title, "On Justice." For "what preoccupies Plato is not the State, but the man, not the city as such, but the just city, that is, a city in which a just man, a Socrates, can live without fear of being condemned to banishment or to death" (page 71). However, as our author follows his author through that portion of the *Republic* which discusses the four types of imperfect state in the real world, one is struck anew with the modernity, that is, the universality of Plato's political thinking. One marvels also at the author's restraint when he speaks of tyrannical states. It is only in the concluding pages that he puts into words the message which his readers have sensed all along: "It is useless, we feel, to insist upon the extraordinary . . . timeliness of Plato's political thought. . . . As the modern reader peruses those passionate and severe, profound and caustic pages, in which Plato describes for us the decadence of Athenian democracy and its downfall through anarchy and demagoguery toward dictatorship and despotism, he cannot refrain from saying to himself: *de nobis fabula narratur*" (page 110).

In a book so generally good, one hesitates to point out such an infelicity as "the *hoi polloi*" (used twice on page 31), or so misleading a statement as that found on page 35: "Let us recall in passing that 'to read' is rendered in Greek by 'anagnoskein,' which means, literally, to recognize and to recite by heart."

Most readers will be still more troubled by the translator's handling of technical terms, especially her general (though not exclusive) use of English "science," via the French, for Greek "episteme," whereas, in most English versions and discussions, the word "knowledge" is used. In the opinion of this reviewer, it is best to carry over, untranslated, crucial technical terms, as the present author and translator sometimes do, or to insert parenthetically the original word whenever any such term is translated, as they also sometimes do.

—W. L. C.

Latini Hodierni. Fasciculus II. Edited by John K. Colby. Andover, Mass., 1946. Pp. 30. 50c, paper bound.

The *Societas Latine Scribentium*, an organization of classical enthusiasts in New England, not only enjoys itself hugely within its own group, but also delights other lovers of the classics by publishing from time to time collections of outstanding examples of modern Latin, written by master craftsmen. The little booklet put out by this society last spring is noteworthy for literary merit, breadth of scope, and modernity of subject matter. It includes original compositions in

Latin by Goodwin B. Beach, John K. Colby, Fred B. Lund, the late E. K. Rand, and B. L. Ullman. Subjects include a "Wild West" story, "Bud Abbott and Lou Costello in Rome," an Easter hymn, the story of a race horse, and a "Prayer before Combat." The booklet could be used for sight translation in the third or fourth year of Latin—and also as an effective object lesson in the flexibility and universality of Latin as a medium of expression.

—L. B. L.

## Notes And Notices

Officers of the Classical Association of the Middle West and South for 1946-47 are: President, Clyde Murley, Northwestern University; First Vice-President, Marie B. Denneen, Woman's College of the University of North Carolina; Secretary-Treasurer, W. C. Korfmacher, St. Louis University; Editor of *The Classical Journal*, Norman J. DeWitt, Washington University, St. Louis, Mo.

Officers of the Classical Association of the Atlantic States for 1946-47 are: President, Donald B. Durham, Hamilton College, Clinton, N. Y.; Vice-Presidents, Sister Marie-Victoire, College of St. Elizabeth, Convent, N. J., and Helen MacDonald, Baldwin School, Lancaster, Pa.; Secretary-Treasurer, Franklin B. Krauss, Pennsylvania State College; Editor of *The Classical Weekly*, Edward H. Heffner, University of Pennsylvania.

Officers of the Classical Association of New England for the year 1946-47 are: President, Alexander H. Rice, St. George's School, Middletown, R. I.; Vice-President, Leslie F. Smith, University of Maine; Secretary-Treasurer, John W. Spach, Jr., Wesleyan University, Middletown, Conn. The Association has elected to honorary membership Dr. Frank L. Boyden, headmaster of Deerfield Academy, and Dr. Roscoe Pound, of the Law School of Harvard University.

Officers of the Classical Association of the Pacific States are: President, Claire Thursby, Berkeley, Calif.; Secretary-Treasurer, Arthur E. Gordon, University of California, Berkeley.

Officers of the Classical Association of American Academy in Rome for 1946 are: President, Louis E. Lord, Oberlin College; Vice-President, Lillian B. Lawler, Hunter College; Secretary, Susan M. Savage, Rockford College; Treasurer, Lucy T. Shoe, Mt. Holyoke College.

Euripides' *Iphigenia among the Taurians* was presented in English translation by students of the College of Saint Elizabeth, Convent, N. J., on May 12. The students of the Texas State College for



Women produced the same play in English on May 8, 9, 10, and 11.

On May 11 Randolph-Macon Woman's College presented its thirty-second annual play in Greek. The 1946 play was Euripides' *Troades*. The director was Dr. Mabel K. Whiteside, Professor of Greek.

Last spring the Pennsylvania State Association of Classical Teachers conducted a puzzle contest for high-school students of Latin. Puzzles of any kind, provided they made use of Latin words or mythological names, were eligible. A prize was given for the senior high school winner, and one for the junior high school winner.

The third Classical Conference of Cornell College, Mount Vernon, Iowa, was held on March 29 and 30, under the direction of Professor Mark E. Hutchinson. The theme of the conference, "Language in General Education," was carried out in papers and panel discussions. The spirit of the gathering was optimistic, and teachers from six states participated. Selected scenes from Plautus' *Miles Gloriosus* were presented by students of the college.

Northwestern State College, Natchitoches, Louisiana, held a Foreign Language Conference on May 3 and 4, under the directorship of Professor Jonah W. D. Skiles. The theme was "The Renaissance of Foreign Language Study." A feature of the conference was an administrators' panel on "The Place of Foreign Languages in the Modern High School."

The Classical Association of Pittsburgh and Vicinity held a Classical Conference on the Teaching of Latin, at the University of Pittsburgh on May 3 and 4. Miss Laura G. Pound, of Duquesne High School, was in charge.

During the summer, Saint Louis University, St. Louis, Mo., held four conferences on the teaching of Latin. Also, on July 11, the University conducted its seventh annual Latin Teachers' Institute, on the theme, "Second Thoughts on the Training of the High School Latin Teachers." Professor W. C. Korfmacher was in charge.

Last summer William and Mary College renewed its famous "Institute on the Teaching of Latin," suspended during the war. The Institute furnished teachers three weeks of intensive work on the pedagogy of their subject. Professor A. Pelzer Wagener was in charge.

The Ontario Classical Association has inaugurated a new publication—*The Phoenix*. The editor of the new quarterly is Miss Mary White, of Trinity College, Toronto.

Articles of interest to classical teachers in recent issues of *School and Society* are "Appealing to Leading Educators for Definiteness," (Vol. 63, 9-10) and "Preparation in High School versus Appae-

ment in College," (Vol. 63, 340-342). Both articles were written by A. M. Withers. The same author wrote "For Educational Accord," in the *Journal of Higher Education*, Vol. xvii, 249-252.

"Latin Meets Today's Headlines," by Emory E. Cochran, was a feature of the March, 1946, issue of *High Points*, a periodical published by the Board of Education of New York City.

The same article appears in the *NEA Bulletin* for October, 1946, and a note about it in *Student Life* for October.

Miss Estella Kyne calls attention to an amusing article on classical mythology in the magazine *Scholastic* for April 1, 1946 (Vol. 48, 117). It can be used in a Latin club program.

## MATERIALS

Dr. Emory E. Cochran will this year continue his famous series of "Libelli," or weekly bulletins for teachers of Latin. Each bulletin is based on a current newspaper headline, which is translated into Latin. Then a single word of the headline is developed etymologically, and correlated with words in English and other languages. Latin quotations involving the word under discussion, and interesting odd bits of information, are frequently included in the bulletins. The bulletins appear each Monday, unless Monday falls on a school holiday or an examination day in Dr. Cochran's school. Subscription for a school term is 75c; address Dr. Emory E. Cochran, Fort Hamilton High School, Shore Road and 83rd Street, Brooklyn 9, N.Y.

A "Latin Week Bulletin," prepared by the Committee on Educational Policies of the Classical Association of the Middle West and South, may be obtained upon request from Professor W. C. Korfmacher, Saint Louis University, Saint Louis 3, Mo. The theme of Latin Week for 1946 was "The Latin Humanities in American Life." The bulletin, a twelve-page folder, closely printed, contains a great deal of material on this subject; teachers would find it useful not only for Latin Week, but for class work as well.

"A Chat with John and Mary Who Are Going to School—The High School's Obligation to You," by Norman J. DeWitt, is a very attractive and useful pamphlet, setting forth the reasons for the study of Latin, in a style which appeals to young people. Copies of the pamphlet may be obtained for 15c each (in stamps, if the purchaser desires), from Professor W. C. Korfmacher, Saint Louis University, Saint Louis 3, Mo. There are special rates on larger orders.

"Latin Lives in the Western Hemis-

phere," a play in English, by Elizabeth White and others, appeared in the February and April, 1946, issues of the Bulletin of the Pennsylvania State Association of Classical Teachers. Copies of the play may be obtained for 15c from Miss Elizabeth White, Junior High School, Bala-Cynwyd, Pa.

## American Classical League Service Bureau

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is too damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

The address of the Service Bureau is Vanderbilt University, Nashville 4, Tennessee.

The Service Bureau has the following new material for sale:

### Mimeographs

605. The Fall of Troy. A dignified radio program. 15c
619. To the Muses. By Elma L. Snyder. An ode, in English. Can be used as part of a club or assembly program. 10c
621. "Cupid and Psyche" in Living Pictures. By Matilda McKrill. 4 girls, 2 boys. 15 minutes. 15c
622. Hippolytus, a Radio Script. An adaptation for radio of Euripides' play. By Albert Rapp. Playing time 14 minutes. 5 boys, 4 girls, plus attendants. 15c
623. The Labors of Hercules in Television. An amusing radio program. By Estella Kyne. 2 girls, 5 boys, and narrator. 15 minutes. 15c
624. Io Saturnalia! An easy Latin play for first-semester students. By Dorothy H. Hind. 6 boys, 2 girls, plus extras. 10 minutes. 10c
625. As It Really Happened. A burlesque of the Aeneas-Dido story. By Mary Elizabeth Sergent. 2 girls, 1 boy. 10 minutes. 15c
626. Greeks vs. Romans—A Football Classic. A sports broadcast from the realm of the shades. By T. P. O'Loughlin. 2 boys. 6 minutes. 10c
627. The Return to Carthage. By Jane Esty. A dramatic poem, based on an imaginary visit of Aeneas and Ascanius to Carthage, many years after the death of Dido. Can be used as part of a Vergil program. 10c

*Stickers*

Junior Classical League stickers, for notebook or for automobile, are now available. Approximately 3¼ inches square, printed in purple and gold. Specify type desired. Price: 3 for 5c.

The following new and recently published material is available:

## LATIN WALL CALENDAR

The 1947 wall calendar is a "scenic calendar." Each month bears the photograph of a beautiful spot in Greece or Italy, with an appropriate quotation from ancient literature. The Roman designation for the dates is printed in large type, with modern numbering directly above. The calendar is 16 by 22 inches, and is printed on heavy paper, with plastic spiral binding. Price, \$1.50.

## THE GAME OF FAMOUS ROMANS

A card game for teaching cultural background material and Roman history. May be played by two to ten persons at one time. 144 cards and instruction booklet. Newly printed. \$1.00

## BOOKPLATES

1. A Vergilian bookplate with the head of Vergil and an appropriate Latin quotation. Printed in brown and green. Ungummed.
  2. Another design, with Ionic column. Printed in two shades of blue on white paper. Gummed.
- Price for either: 25 for \$1.00; 50 for \$1.75.

## LATIN AND GREEK CHRISTMAS CARDS

Latin and Greek Christmas cards are available, in the following styles:

- P. A woodcut of the Parthenon, printed in terracotta on white. Inside, a good-luck greeting in Latin, suitable for Christmas or any occasion. Envelopes to match.
- K. A drawing of a kneeling woman in medieval dress, carrying a branched candlestick. The inside of the card contains three stanzas of a medieval Christmas carol in Latin. Colors, red, black, and ivory. Envelopes to match.
- L. Roman lamps, in silhouette. Inside, a greeting in Latin. Colors, green, black, gold. Envelopes to match.
- S. The carol, "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Colors, red, green, and black, on a buff background. Envelopes to match.
- T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins, in the Forum at Rome. Inside, a greeting in Latin. Colors, green, brown, blue, red. Envelopes to match.
- PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside, a greeting in Greek, suitable for

Christmas or other occasion. Envelopes to match.

Prices: All cards, 7c each; 15 for \$1.00, any assortment.

## POSTCARDS

Holiday postcards with the greeting "Ferias Laetas!" ("A Joyous Holiday!") are available. They may be used for any holiday season of the year. The design, in green ink, is taken from Columbus' drawing of one of his own ships. No envelopes. Can be sent through the mail for a one-cent stamp. Price, 30c for a packet of ten cards.

## THE VALUE OF THE CLASSICS

*Mimeographs*

177. How Latin Helps in the Study of Spanish. 10c
178. The Value of Latin in the Study of French. 15c
179. Some Notes on the Value of Latin As a Guide to Conduct. 15c
181. Words of Classical Derivation in the Common Mathematics Vocabulary. 10c
219. The Ethical Content of the Catilinarian Orations I, III, IV. 10c
220. Some Ideas Regarding Citizenship to be Found in the Four Orations against Catiline. 10c
242. A Day Without Latin. A short play in English. 10c
480. A Sequel to "A Day Without Latin." 10c
249. Mother Ducere. A pageant. 10c
268. The Values of Latin in High School. 10c
271. A Strange Book. A play on derivatives. 10c
327. A Program for Assembly. A Roman style show, a pageant on Latin derivatives, and a play based on the value of Latin. 15c
328. "Open House" in the Latin Department. 10c
379. Is the French Language Indebted to Latin? 5c
386. Words Used in Physics Derived from Latin and Greek. 10c
399. Word Ancestry. Interesting stories of the origins of English words. 15c
400. The Spirit of Ancient Rome. A play in English. 15c
409. The Cultural Possibilities of Cicero's Orations. 10c
430. Rome and the Modern World. A play in English. 15c
435. In the Ancient Days. An assembly program. 25c
442. Latin Abbreviations and Symbols in Medicine and Pharmacy. 5c
443. But Why Latin? A radio talk on the value of Latin. 15c
444. Where Are We? 15c
451. Some Observations on the Value of Latin to the Student of English. 10c
458. The Trial of the Latin Language. A dramatization. 10c

484. The Chief Sources of Our English Language. 15c

511. How Latin Helps in Other Subjects. A playlet in one act. 10c

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